



Bachelor of Science in **Nursing (RN to BSN)**

The RN to BSN degree builds on the foundation of previous nursing education at the associate degree or diploma levels. Initial licensure programs prepare graduates for RN licensure with courses in the biological and social sciences and nursing. The BSN degree for RNs expands knowledge in areas of research, theory, leadership, community concepts, healthcare policy, therapeutic interventions, and current trends in healthcare. Graduates are prepared to function in new roles as members of healthcare teams in many settings. Graduates are eligible for military, U.S. Public Health, and VA appointments as well as roles in school health, community, occupational, and other non-acute care settings. BSN graduates are also prepared to enter MSN programs. All work in this degree program is online and at a distance.

*The WGU RN to BSN program is evidence-based and developed according to *The Essentials of Baccalaureate Education for Professional Nursing Practice* from the American Association of Colleges of Nursing American Association of Colleges of Nursing (2008) (Available at <http://www.aacn.nche.edu/Education/essentials.htm>). In addition, it incorporates competencies and standards from other specialty organizations.*

WGU Philosophy of Nursing

The global nature of communities and healthcare delivery necessitates that new nurses be able to engage with patients, families, and communities who are diverse and who have diverse ways of interacting with, and engaging in, healthcare. The definition of family has expanded to include a variety of different compositions and roles, and families are further diversified in demographics such as culture, gender, age, ethnicity, economic status, and healthcare needs. The family is the fundamental vehicle for how clients are supported, interact with the world around them, access resources, and engage in healthcare. In addition, we recognize that individuals are more mobile today through immigration, migration, and job changes, which leads to major impacts on public health, socio-economics, and healthcare access. Individuals interact with and are affected by their environment. In this respect, nurses must be able to identify and strengthen people's potential to move toward health and help them to shape the environment to promote well-being.

We consider nursing to be a caring interaction between the nurse, as a member of an interdisciplinary team, and the patient, who is a member of a family and community. This caring interaction occurs across the lifespan, from infancy through old age. In this caring interaction, nurses identify and strengthen clients' potential to move toward health and help them to shape the environment to promote well-being. This interaction encompasses the health-illness continuum, recognizing that healthcare begins in the community prior to diagnosis of illness, promoting health and wellness through advocacy, community assessment, and care. Nurses use the newest appropriate technologies and the latest evidence upon which to base their plans of care, whether in the community, clinic, acute care facility, or extended care facility. They assume leadership for clinical and ethical decision making, which require a different preparation and focus.

To support development of the nursing competency necessary in today's healthcare settings, nursing education needs to employ innovative methodologies and technology tools that support student development of professional competencies. Instruction utilizing case-based learning and simulation should be employed to provide student nurses with experiences to develop competence and confidence prior to live patient clinical experiences, making the later experience high quality. Nursing education should focus learning and teaching on high incidence healthcare needs in both the community and acute care setting. Nursing education should strive to encourage development of a new type of nurse who utilizes clinical imagination and evidence based practice to provide safe, quality, patient-centered care. Through this endeavor we believe nursing education can prepare a nurse who is a detective, scientist, and leader of the healing environment. As a detective, the student nurse learns to be an astute observer and to investigate observations, test results, and interdisciplinary interactions to determine the most appropriate nursing actions. As a scientist, the student nurse uses evidence-based practice to inform nursing decisions and the nursing process. As a leader of the healing environment, the student nurse takes responsibility for more than just tasks; the student nurse is also responsible for becoming an advocate for the patient and family; providing safe, quality care; and being a responsible member of the interdisciplinary team that promotes wellness.

We recognize that students, particularly adult learners, have preferred learning styles, bring previous experience to the learning environment, and develop competency at different paces.

Learners seek to make sense of new educational experiences in light of their past and existing knowledge bases and then apply their new findings to real situations. Therefore, nursing education should provide opportunities in both science and nursing where students engage in real-world application that demonstrates their competency, cognitive knowledge, clinical reasoning, and ethical comportment. WGU's Department of Nursing fosters this learning through an online, competency-based program where didactic learning takes place through asynchronous and synchronous learning communities and through self-paced faculty-facilitated courses of study. WGU's Department of Nursing provides a strong clinical focus through virtual reality, high fidelity simulation, and on-site clinical experiences in all areas of nursing.

Students who are self-directed and independent learners are most successful in this learning environment. However, support for development of competencies is provided throughout the program by highly qualified nursing faculty.

RN-BSN Program Goals

At the completion of the RN to BSN Program, graduates will be able to

- demonstrate effective communication in oral, written, interpersonal, and electronic modes;
- make clinical judgments based on the best available evidence and ethical principles;
- assume accountability for providing and ensuring safe, efficient, quality patient care;
- synthesize available resources to apply critical thinking to complex clinical situations;
- provide culturally competent care to individuals and families across the lifespan;
- demonstrate proficiency in caring for communities and populations experiencing threats to well-being;
- assume leadership roles in creating healthy environments;
- engage in interprofessional collaboration to improve safety and quality of patient care;
- integrate concepts of genetics into care across the lifespan; and
- apply clinical technologies and informatics in practice.

Understanding the Competency-Based Approach

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike traditional universities, WGU does not award degrees based on credit hours or on a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you may be weak. For this learning and development, WGU has a rich array of learning resources in which you may engage under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through courses of study that are designed to lead you through the content you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing a WGU degree even if they lack college experience. You may have gained your skills and knowledge of a subject on the job, accumulated wisdom through years of life experience, or, indeed, took a course on a particular subject. WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU). The university is also accredited by the Distance Education and Training Council (DETC), and the WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Informatics program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the learning resources and assessments that comprise your program. The length of your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study.

Students will vary widely in the specific skills and information they need to learn. For example, some may be highly knowledgeable in a subject matter and would not need to engage in new learning opportunities. Others may find that portions of the program require completely new learning and that they may need to take an online class or participate in a study module to acquire the knowledge and skills needed to pass the program competencies in that area. Some individuals may be able to devote as little as 15–20 hours per week to the program, while others may have more time. For this reason, you will complete pre-assessments to help your mentor form a profile of your prior knowledge and experience for use in creating your Degree Plan.

WGU's Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with your personal mentor, course mentors, and support staff. Your mentor takes an active role and a personal interest in your success. Whether by e-mail or phone, your mentor will be your "point person" of communication throughout your program. Your mentor will help motivate you to work hard to complete your program. When you have questions or concerns, your mentor team will help you resolve them.

You and your mentor will work together to evaluate your educational background, strengths, and weaknesses. With this analysis, your mentors will help determine in which areas you are already competent (and can move quickly to assessment) and areas you need to work on; this will become your personalized Degree Plan. Your mentor will direct you to the Courses of Study that contain the best learning resources for you (courses, texts, independent study modules, etc.) and are supported by course mentors that serve as your content experts for each area of study. As you proceed through your academic program, you and your mentor will determine when you are ready for the required assessments. If you are ready, your assessment will be scheduled. You will follow this same process as you proceed through each domain.

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours via the courses of study, and webinars. As a WGU student, you will have access to your own personal MyWGU Student Portal that will provide a gateway to courses of study, learning communities, and program communities where you will have interactions with faculty and other students. Courses of study and communities are specifically designed to support you as you develop competencies in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the Education Without Boundaries introductory course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a Student Services Associate to help you and your mentor solve any special problems that may arise.

Education Without Boundaries Orientation

Education Without Boundaries (EWB) is a required orientation that focuses on acquainting the student with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize tutorials, message boards, online chats, and other activities to connect with other students in your program. This orientation is completed before you start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but on demonstration of competency. However, if you have completed college coursework at another accredited institution, you may have your transcripts evaluated and may be able to have some lower-division or co-requisite assessments cleared. The guidelines for determining what will "clear" through transfer vary based on the degree program.

The following transfer guidelines generally apply to undergraduate programs: Requirements in the domains that can be considered the degree major cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based on the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

WGU is a “continuous enrollment” institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your terms are six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between the shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Degree Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this On Time Progress – denoting that you are on track and making progress toward on time graduation. As full-time students, graduate students must enroll in at least eight (8) competency units each term, and undergraduate students must enroll in at least twelve (12) competency units each term. Completing at least these minimum enrollments is essential to On Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the assessments you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass an assessment, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a “B” grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some assessments may be assigned three competency units while other assessments may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important for financial aid students because you must make SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. As full-time students, WGU graduate students must enroll in at least eight competency units each term, and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing, you *must* complete at least 66.67% of the units you attempt – including any assessments you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a Financial Aid Counselor should you have additional questions.

Assessments

Your Degree Plan will include the assessments needed to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge by completing the following assessments:

Performance Assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Performance assessments contain detailed instructions and rubrics for completing each task and are submitted in TaskStream, an online project management and grading tool.

Objective Assessments are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items.

Essay Assessments are used to measure your ability to integrate and apply concepts. Your writing will be scored against competency-based rubrics established by the faculty.

As previously mentioned, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. A standard plan for the program, at 12 units per term, for a student who has no transfer units would look similar to the one on the next page.

Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

STANDARD PATH FOR BACHELOR OF SCIENCE IN NURSING (RN to BSN)

CODE	ASSESSMENTS	CUs	TERM
NVT2	Professional Roles and Values	3	1
AGC1	Foundations of College Mathematics	3	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
IWC1	Literature, Arts and the Humanities	2	1
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	2
LUT1	Language and Communication: Presentation	2	2
QBT1	Language and Communication: Research	3	2
QLC1	Quantitative Literacy: College Algebra, Measurement, and Geometry	3	2
QMC1	Quantitative Literacy: Statistics, Probability, and Problem Solving	3	2
ASV1	Nutrition	3	3
GRT1	Biochemistry	3	3
GLC1	Behavioral Science Survey	6	3
GLT1	Issues in Behavioral Science	3	4
GMC1	Introduction to Anatomy and Physiology	3	4
GMT1	Human Physiology	3	4
ALT1	Anatomy and Physiology Laboratory	2	4
MBC1	Clinical Microbiology	3	4

MLT1	Clinical Microbiology Laboratory	1	5
GNT1	Contemporary Nursing Issues	4	5
HAT1	Community Health Nursing	3	5
HGT1	Community Health Nursing Practicum	2	5
NUT1	Nursing Informatics	2	5
EBT1	Evidence Based Practice and Applied Nursing Research	3	6
KOT1	Organizational Systems and Quality Leadership	4	6
Requirements that must be met prior to Admission			
RNR1	Advanced Standing for RN License	50	

In this example, the program will take six terms for the student to complete. The standard path shown above lists the courses of study (assessments) and the associated competency units by term. The Degree Plan will include greater detail about the courses of study, including the assessments and their associated standard learning resources.

Learning Resources

You will work with your mentor to select the various learning resources needed to prepare for the required assessments. In most cases, the learning materials you will use are independent learning resources such as textbooks, e-learning modules, study guides, simulations, virtual labs, and tutorials. WGU works with dozens of educational providers, including enterprises, publishers, training companies, and higher educational institutions to give you high quality and effective instruction that matches the competencies that you are developing. The cost of many learning resources is included in your tuition, and you can enroll directly in those through your Degree Plan as your mentor has scheduled them. Some resources (e.g., many textbooks) are not covered by your tuition, and you will need to cover those costs separately. WGU has excellent bookstore and library arrangements to help you obtain the needed learning resources.

Areas of Study within the Bachelor of Science in Nursing (RN to BSN)

The WGU RN to BSN program is based on best practices for effective learning and national standards. It provides the knowledge and skills that enable graduates to expand their knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends.

The following section includes the larger domains of knowledge, which are then followed by the subject-specific subdomains of knowledge, their associated assessments (including the four-character code that is used to identify the assessment), and the sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. Please note that the learning resources included in the following sections are *sample resources* that will vary based on your own Degree Plan and the resources current at the time you enroll in the program. The Degree

Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

RN to BSN Content Domain

The domain focuses on the following areas of nursing professional values and roles:

- Professional values related to caring, altruism, autonomy, human dignity, integrity, and social justice
- Professional roles related to provider of care, designer/manger/coordinator of care, and member of the profession
- Core competencies related to critical thinking, communication, and assessment
- Core knowledge related to health promotion, risk reduction, disease prevention, illness and disease management, information and health care technologies, ethics, human diversity, global health care, and health care systems and policy

Professional Roles and Values (NVT2)

Performance assessment

Sample Learning Resources:

The following e-text also has a companion website:

Roux, G. & Halstead, J.A. (2010). *Issues and trends in nursing: Essential knowledge for today and tomorrow*. Sudbury, MA: Jones and Bartlett. ISBN-13: 9780763752255. (e-text, cost of this resource is included in tuition and fees)

Nursing Spectrum an online provider of more than 400 different continuing education courses.

Contemporary Nursing Issues (GNT1)

Performance assessment

Sample Learning Resources:

CourseSmart provides an e-text version of the following text:

Clark, M.J. (2007). *Community assessment reference guide for community health nursing: Advocacy for population health*. New Jersey: Prentice Hall. ISBN-10: 0132404001. ISBN-13: 978-0132404006. (e-text, cost of this resource is included in tuition and fees)

CourseSmart provides an e-text version of the following text, which also has a companion website:

Mauk, K.L. (2009). *Gerontological nursing: Competencies for care*. Jones & Bartlett. ISBN-13: 3780763755805. (e-text, cost of this resource is included in tuition and fees)

Genetics and Genomic for WGU provided by the American Museum of Natural History (AMNH).

Community Health Nursing (HAT1)

Performance assessment

Community Health Nursing Practicum (HGT1)

Performance assessment

Sample Learning Resources:

CourseSmart provides an e-text version of the following text:

Clark, M.J. (2007). *Community assessment reference guide for community health nursing: Advocacy for population health*. New Jersey: Prentice Hall. ISBN-10: 0132404001. ISBN-13: 978-0132404006. (e-text, cost of this resource is included in tuition and fees)

MyNursingLab provides an e-text version of the following text, for which there is also a companion website:

Clark, M.J. (2008). *Community health nursing: Advocacy for population health* (5th ed.). NJ: Prentice Hall. ISBN: 0131709828. (e-text, cost of this resource is included in tuition and fees).

Nursing Informatics (NUT1)

Performance assessment

Sample Learning Resources:

CourseSmart provides an e-text version of the following text which also has a companion website:

Thede, L.Q., & Sewell, J.P. (2010). *Informatics and nursing: Competencies and applications* (3rd ed.). NY: Lippincott. ISBN: 978-0-7817-9597-5. (e-text, cost of this course is included in tuition and fees)

Evidence Based Practice and Applied Nursing Research (EBT1)

Performance assessment

Sample Learning Resources:

CourseSmart provides e-text versions of the following texts:

Brown, S.J. (2009) *Evidence-based nursing: the research-practice connection*. Sudbury, MA: Jones and Bartlett. ISBN-13: 978-0-7637-5108-1. ISBN-10: 0-7637-5108-1. (e-text, cost of this resource is included in tuition and fees)

Garrard, J. (2007). *Health sciences literature review made easy: The matrix method* (2nd ed.). Sudbury, MA: Jones and Bartlett. ISBN: 978-0-7637-4004-7. (e-text, cost of this resource is included in tuition and fees).

Houser, J. (2008). *Nursing research: Reading, using and creating evidence*. Sudbury, MA: Jones and Bartlett. ISBN-13: 978-0-7637-4267-6. ISBN-10: 0-7637-4267-8. (e-text, cost of this resource, which includes a companion website, is included in tuition and fees)

Organizational Systems and Quality Leadership (KOT1)

Performance assessment

Sample Learning Resources:

Elsevier provides an e-text version of the following text:

Cherry, B., & Jacob, S. (2011). *Contemporary nursing: Issues, trends, and management* (5th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 978-0-323-06953-3. (e-text, cost of this resource is included in tuition and fees)

Issues and Trends Online for Contemporary Nursing, an online course provided by Elsevier.

Foundations Domain

The Foundations domain focuses on basic subject matter knowledge that is typically required for baccalaureate level study.

Foundations

Focuses on application of grammatical standards, reading skills, basic numeracy and calculation skills, basic algebra skills, basic geometry principles, and basic data and probability skills.

Foundations of College Mathematics (AGC1)

Proctored, computer-based objective exam

Communications Foundations (BBC1)

Proctored, computer-based objective exam

Sample Learning Resources:

MyFoundationsLab in MyLabsPlus. This online interactive system allows students to move at their own pace as they work through the content to develop language and communication and quantitative literacy skills.

Liberal Arts Domain

The liberal arts domain focuses on basic subject matter knowledge that is typically included in baccalaureate level programs. Evaluation of your previous college transcripts may clear assessment requirements for some areas of the liberal arts domain, which could shorten your program of study by removing assessments. To waive or clear a subdomain, the transcript must show that you have taken equivalent classes in the subdomain content areas and passed those classes with a C grade or higher at an accredited institution of higher education.

Language and Communication

Content focuses on collegiate reading skills, basic information retrieval skills, writing skills, and speaking and writing skills.

Language and Communication: Essay (LAE1)

Performance assessment that includes writing

Language and Communication: Presentation (LUT1)

Performance assessment that includes an oral presentation

Language and Communication: Research (QBT1)

Performance assessment that includes writing a research paper

Sample Learning Resources:

Language and Communication: Essay provided by Pearson CourseCompass. This online, interactive resource includes e-text versions of the following texts:

Faigley, L. (2007). *Writing: A guide for college and beyond*. New York: Pearson Longman. ISBN: 0-321-39626-X. (e-text, cost of this resource is included in tuition and fees)

Ruszkiewicz, J., Seward, D. E., & Hairston, M. (2007). *SF writer* (4th ed.). New York: Pearson Longman. ISBN: 0-13-233458-5. (e-text, cost of this resource is included in tuition and fees)

Smith, B. D. (2007). *The reader's handbook: Reading strategies for college and everyday life* (3rd ed.). New York: Pearson Longman. ISBN-10: 0321476840. (e-text, cost of this resource is included in tuition and fees)

Language and Communication: Research and **Language and Communication: Presentation** provided by MindEdge. These online, interactive modules allow students to move at their own pace as they develop competency.

Literature, Arts, and the Humanities

Content focuses on content, concepts, terminology, methodology, models, and issues within and across the disciplines of the humanities.

Literature, Arts, and the Humanities (IWC1)

Proctored, computer-based objective exam

Literature, Arts, and the Humanities: Analysis and Interpretation (IWT1)

Performance assessment that includes subjective and objective analysis and interpretation in the humanities

Sample Learning Resources:

Humanities provided by MindEdge. This online interactive module system allows students to move at their own pace as they develop competency and includes e-text versions of the following texts:

Janaro, R. P., & Altshuler, T. C. (2009). *The art of being human* (9th ed.). New York: Longman. ISBN-10: 0205605427. (e-text, cost of this resource is included in tuition and fees)

Sporre, D.J. (2009). *Perceiving the arts: An introduction to the humanities* (9th ed). New Jersey: Pearson Prentice Hall. ISBN-13: 978-0136045694. (e-text, cost of this resource is included in tuition and fees)

Quantitative Literacy

Content includes numeracy, algebraic concept, geometry, measurement, statistics and probability, mathematical reasoning, and mathematical problem solving.

Quantitative Literacy: College Algebra, Measurement, and Geometry (QLC1)

Proctored, computer-based objective exam

Quantitative Literacy: Statistics, Probability, and Problem Solving (QMC1)

Proctored, computer-based objective exam

Sample Learning Resources:

QLC1 MyMathLab and **QMC1 MyMathLab** and provided by Pearson CourseCompass.

This online, interactive resource includes an e-text version of the following text:

Billstein, R., Libeskind, S., & Lott, J.W. (2010). *A problem solving approach to mathematics for elementary school teachers (10th ed.)*. Upper Saddle River, NJ: Pearson. ISBN: 9780321570550. (e-text, cost of this resource is included in tuition and fees)

Science Content

Focuses on content, concepts, terminology, conventions, methodology, models, and issues of the disciplines in the sciences.

Nutrition (ASV1)

Proctored, computer-based exam

Sample Learning Resources:

MyNutritionLab is an online, interactive resource that includes an e-text version of the following text:

Thompson, J., & Manore, M. (2010). *Nutrition for life (2nd ed.)*. Benjamin Cummings. ISBN-10: 0321570847. ISBN-13: 9780321570840. (e-text, the cost of this resource is included in tuition and fees)

Biochemistry (GRT1)

Performance assessment

Sample Learning Resources:

Biochemistry provided by Thinkwell. This online resource includes videos and exercises to reinforce concepts.

Clinical Microbiology (MBC1)

Proctored, computer-based exam

Clinical Microbiology Laboratory (MLT1)

Performance assessment

Sample Learning Resources:

The WGU Library provides an e-text version of the following text:

Betsy, T., & Keogh, J. (2005). *Microbiology demystified: A self-teaching guide (1st ed.)*. New York: McGraw Hill. ISBN: 0071446508. (e-text, cost of this resource is included in tuition and fees).

CourseSmart provides an e-text version of the following text:

Anderson, R.P., (2006). *Outbreak: Cases in real-world microbiology*. Washington, DC: ASM Press. ISBN: 1555813666. (e-text, cost of this resource is included in tuition and fees)

Social Science Content

Focuses on content, concepts, terminology, conventions, methodology, models, and issues of the disciplines in the social sciences, such as psychology, anthropology, and sociology.

Behavioral Science Survey (GLC1)

Proctored, computer-based objective exam

Issues in Behavioral Science (GLT1)

Performance assessment

Sample Learning Resources:

CourseSmart provides e-text versions of the following texts:

Haviland, W.A., Prins, H.E.L., Walrath, D. & McBride, B. (2008) *Anthropology: The human challenge (12th ed)*. Belmont, CA: Thomson Learning. ISBN: 0-495-09559-1.

Tishler, H. L. (2007). *Introduction to sociology (9th ed.)*. Belmont, CA: Thomson Learning. ISBN: 378-0495538554. (e-text, cost of this resource is included in tuition and fees)

Wood, S. E., & Wood, E. G. & Boyd, D. (2010). *The world of psychology (7th ed.)*. NY: Pearson. ISBN: 378-0205763733. (e-text, cost of this resource is included in tuition and fees)

Anatomy and Physiology

This subdomain focuses on the following areas: nervous and sensory systems; circulation and hematology; respiratory and cardiovascular systems; muscular, skeletal, and integumentary systems; lymphatic and endocrine systems; digestive, hepatic, and urinary systems; reproductive system; support, protection, and movement; control and regulation; transportation, absorption, and excretion; reproduction; growth, and maturation; terminology and the body plan.

Introduction to Anatomy and Physiology (GMC1)

Proctored, computer-based exam

Human Physiology (GMT1)

Performance assessment

Anatomy and Physiology Laboratory (ALT1)

Sample Learning Resources:

Essentials of Human Anatomy and Physiology provided by Pearson

CourseCompass. This online, interactive resource includes CardioLab, an online lab, and an e-text version of the following text:

Marieb, E.N. (2009). *Essentials of human anatomy and physiology (9th ed.)*. San Francisco: Pearson Benjamin Cummings. ISBN: 0321513533. (e-text, cost of this resource is included in tuition and fees)

PowerPhys computer software:

Allen, C., Harper, V., Lancraft, T., & Ivlev, Y. (2007). PowerPhys (Version 1.0) [Computer Software]. Wiley. ISBN-10: 0471662891. ISBN-13: 978-0471662891.

Anatomy and Physiology LabPaq provided by Hands-On Labs is a lab kit that includes the manual and lab supplies.

Need More Information? WGU Student Services

WGU has a Student Services team dedicated exclusively to helping students achieve their academic goals. The Student Services Office is available during extended hours to assist students with general questions and administrative or accessibility issues. The Student Services team members help students resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make.

Student Services team members also assist students with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call **(866) 903-0110** or email [**studentservices@wgu.edu**](mailto:studentservices@wgu.edu). We are available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.**

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.** To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) and select option 2 or email [**servicedesk@wgu.edu**](mailto:servicedesk@wgu.edu).

For the most current information regarding WGU support services, please visit the “Help” tab on the Student Portal at [**http://my.wgu.edu**](http://my.wgu.edu).